AksanaSamoylov

CBSE 7201T

Fall 2016

Instructor: Dr. Sharon A. O’Connor-Petruso

Date: 11/01/2016

**Assignment #6**

**Annotated Bibliography of 5 Articles**

Izzo, M. V., Yurick, A., &McArrell, B. (2009). Supported eText: Effects of text-to-speech on

access and achievement for high school students with disabilities. *Journal of Special Education*

*Technology*, *24*(3), 9-20.

The authors of the study state that “students with disabilities often lack the skills required to access the general education curriculum and achievesuccess in school and post school environments” (Izzo, Yurick, and McArrell, 9). They also emphasize that “evidence suggests that using assistive technologies such as digital texts and translational supports enhances outcomes for these students” (p. 11). The purpose of the current study was to examine the effects of a text-to-speech screen reader program on the academic achievement of high school students with disabilities in an online transition curriculum emphasizing information literacy. The text-to-speech support was introduced and withdrawn in a reversal design across 10 curriculum units. Based on the results of study, the conclusions were drawn that suggest that the text-to-speech support increased unit quiz and reading comprehension performance. Also, there are the possible implications for practice and future research are discussed in the study.

Homan, S. P., & Klesius, D. (1993). Effects of repeated readings and non-repetitive strategies on

students' fluency and comprehension. *Journal of Educational Research*, *87*(2), 94-99.

By conducting this study, the authors wanted to examine the effects of the repeated reading and assisted non-repetitive strategies such as close reading, echo reading, unison reading and reading comprehension. Likewise in other studies, which results also demonstrated improved fluency, this study’s results indicated that both fluency and reading comprehension were improved with six-grade students who participated in it. After analyzing the results, the author concluded that students significantly improved both fluency and comprehension in a 7-week period from implementing both types of strategies: repetitive and non-repetitive reading.

Koskinen, P. S., Blum, I. H., Bisson, S. A., Phillips, S. M., Creamer, T. S., & Baker, T. K.

(2000). Book access, shared reading, and audio models: The effects of supporting the literacy

learning of linguistically diverse students in school and at home. *Journal of Educational*

*Psychology*, *92*(1), 23-36.

Sixteen teachers and their 162 first-grade students participated in this study to explore the impact of book-rich classroom environments and home rereading, with and without an audio model, on reading motivation, comprehension, and fluency. Classrooms with both students who speak English as a second language and native English-speaking students were in 1 of 4 conditions: book-rich classroom environment, book-rich classroom environment and daily rereading of books at home, book-rich classroom environment and daily rereading of books with audio tapes at home, and unmodified reading instruction at school. There was enhanced comprehension for book-rich classrooms, both with and without a home component. Furthermore, home-based rereading increased students' reading motivation and promoted parental involvement. Use of audio models provided particular benefits for students learning to speak English.

Swain, K. D., Leader-Janssen, E. M., & Conley, P. (2013). Effects of repeated reading and

listening passage preview on oral reading fluency. *Reading Improvement*, *50*(1), 12-18.

This case study examined the effectiveness of three fluency interventions (i.e., repeated reading, audio listening passage preview and teacher modeled listening passage preview) with a fifth grade student struggling with fluency skills. According to research, effective reading instruction should include phonological awareness, decoding skills, vocabulary, fluency practice and variety of reading comprehension strategies ,and if a student is struggling in one or more of those essential components, reading becomes laborious.

When compared to baseline, each intervention increased oral reading fluency by the end of the 7 weeks of intervention. Teacher modeled listening passage preview resulted in the greatest fluency growth using R-CBM passages.

Taguchi, E., Gorsuch, G., Takayasu-Maass, M., & Snipp, K. (2012). Assisted repeated reading

with an advanced-level Japanese EFL reader: A longitudinal diary study. *Reading in a Foreign*

*Language*, *24*(1), 30-55.

At the beginning of the study, the authors stress that “reading fluency has attracted the attention of reading researchers and has become a priority issue in English as a first language (L1) settings. It has also become a critical issue in English as a second or foreign language (L2) settings because the lack of fluency is considered a major obstacle to developing independent readers with good comprehension skills” (Taguchi, Gorsuch, Takayasu-Maass, and Snipp, p.30). Extensive research has been conducted to show the positive effects of RR in English L1 settings. A growing number of L2 reading researchers have demonstrated that RR may be a promising approach for building fluency and comprehension in L2 settings. However, while L1 research has demonstrated a robust correlation between improved reading fluency and enhanced comprehension, L2 fluency research has not yet shown such a strong correlation. The present study attempts to reveal the inner process of L2 reading fluency development through RR for an advanced-level L2 reader who is articulate in describing her metacognitive processes.Using a diary study approach comprising more than 70 RR sessions over the course of 14 weeks, the current study investigated an L2 reader with good comprehension skills engaging in RR. This study was designed to investigate specifically how her reading fluency developed and how her comprehension changed during the course of the treatment.

**References:**

Homan, S. P., & Klesius, D. (1993). Effects of repeated readings and non-repetitive strategies on

students' fluency and comprehension. *Journal of Educational Research*, *87*(2), 94-99.

Izzo, M. V., Yurick, A., &McArrell, B. (2009). Supported eText: Effects of text-to-speech on

access and achievement for high school students with disabilities. *Journal of Special Education*

*Technology*, *24*(3), 9-20.

Koskinen, P. S., Blum, I. H., Bisson, S. A., Phillips, S. M., Creamer, T. S., & Baker, T. K.

(2000). Book access, shared reading, and audio models: The effects of supporting the literacy

learning of linguistically diverse students in school and at home. *Journal of Educational*

*Psychology*, *92*(1), 23-36.

Swain, K. D., Leader-Janssen, E. M., & Conley, P. (2013). Effects of repeated reading and

listening passage preview on oral reading fluency. *Reading Improvement*, *50*(1), 12-18.

Taguchi, E., Gorsuch, G., Takayasu-Maass, M., &Snipp, K. (2012). Assisted repeated reading

with an advanced-level Japanese EFL reader: A longitudinal diary study. *Reading in a Foreign*

*Language*, *24*(1), 30-55.